

GRADE-SPECIFIC PERFORMANCE INDICATORS

Student: _____ DOB: _____

Class/Program: _____ Grade: _____ NYC ID: _____

Completed By: _____ Title: _____ Date: _____

English/Language Arts Grade 7 Reading

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Locate and use school and public library resources to acquire information			
• Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer			
• Preview informational texts, with guidance, to assess content and organization and select texts useful for the task			
• Use indexes to locate information and glossaries to define terms			
• Use knowledge of structure, content, and vocabulary to understand informational text			
• Distinguish between relevant and irrelevant information			
• Identify missing, conflicting, and/or unclear information			
• Formulate questions to be answered by reading informational text, with assistance			
• Compare and contrast information from a variety of different sources			
• Condense, combine, or categorize new information from one or more sources			
• Draw conclusions and make inferences on the basis of explicit and implied information			
• Make, confirm, or revise predictions			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Recognize that one text may generate multiple interpretations			
• Interpret characters, plot, setting, and theme, using evidence from the text			
• Identify the author's point of view, such as first-person narrator and omniscient narrator			
• Recognize recurring themes in a variety of literary works			
• Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent			
• Recognize how the author's use of language creates images or feelings			
• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 2: Literary response and expression (cont'd)			
• Read silently and aloud from a variety of genres, authors, and themes			
• Identify questions of personal importance and interest, and list works of literature that addresses them			
• Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives			
• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text			
• Compare a film, video, or stage version of a literary work with the written version			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts to - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning			
• Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance			
• Recognize the effect of one’s own point of view in evaluating ideas, information, opinions, and issues			
Standard 4: Students will read, write, listen, and speak for social interaction.			
• Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups			
• Consider the age, gender, social position, and cultural traditions of the writer			
• Recognize conversational tone in social communication			
• Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication			

Grade 7 Writing

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Use several sources of information, in addition to an encyclopedia, in developing research reports			
• Identify an appropriate format for sharing information with an intended audience			
• Take research notes, using a note-taking process, with assistance			
• Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance			
• Include relevant information and exclude irrelevant information			
• Use paraphrase and quotation correctly			
• Connect, compare, and contrast ideas and information from one or more sources			
• Support ideas with examples, definitions, analogies, and direct references to the text			
• Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information			
• Cite sources in footnotes and bibliography, using correct form, with assistance			
• Write accurate and complete responses to questions about informational material			
• Maintain a portfolio that includes informational writing			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Write original literary texts to <ul style="list-style-type: none">- develop a narrative, using an organizational plan such as chronology- sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance- develop complex characters and create a setting- use literary devices- maintain a consistent point of view that enhances the message- select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance- use language that is creative			
• Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none">- express opinions and support them through specific references to the text- demonstrate understanding of plot and theme- identify and describe characters and their motivations- analyze the impact of the setting- explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning- draw conclusions and provide reasons for the conclusions- compare and contrast characters, setting, mood, and voice in more than one literary text or performance- make connections between literary text and personal experience or knowledge			
• Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .			
• Present clear analysis, using examples, details, and reasons from text			
• Present a hypothesis and predict possible outcomes			
• Select content and choose strategies for written presentation on the basis of audience, purpose, and content			
• Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)			
• Explain connections between and among texts to extend the meaning of each individual text			
• Compare and contrast literary elements in more than one genre and/or by more than one author			
• Maintain a writing portfolio that includes writing for critical analysis and evaluation			
Standard 4: Students will read, write, listen, and speak for social interaction .			
• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups			
• Respect the age, gender, social position, and cultural traditions of the recipient			
• Develop a personal voice that enables the reader to get to know the writer			
• Write personal reactions about experiences, events, and observations, using a form of social communication			
• Identify the social communication techniques of published writers			
• Maintain a portfolio that includes writing for social communication			
• Use the conventions of email			

Grade 7 Listening

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding.			
• Identify essential information for note taking			
• Listen in planning or brainstorming sessions with peers			
• Listen to and follow multi-step directions that provide information about a task or assignment			
• Recall significant ideas and details, and describe the relationships between and among them			
• Distinguish between relevant and irrelevant oral information			
• Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information			
• Draw conclusions and make inferences on the basis of explicit information			
• Recognize that the speaker's voice quality and delivery impact communication, with assistance			
Standard 2: Students will read, write, listen, and speak for literary response and expression.			
• Interpret and respond to texts on a variety of themes from different genres and authors			
• Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text			
• Recognize different levels of meaning in presentations			
• Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance			
• Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance			
• Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate			
• Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response			
• Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings			
• Recognize social, historical, and cultural features in presentations of literary texts, with assistance			
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
• Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences			
• Recognize multiple levels of meaning			
• Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives			
• Recognize persuasive techniques, such as emotional and ethical appeals, in presentations			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 3: Critical analysis and evaluation. (cont'd)			
• Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance			
• Identify missing or unclear information			
• Evaluate the organization of presentations			
• Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation			
Standard 4: Students will read, write, listen, and speak for social interaction.			
• Participate as a listener in social conversation with one or more people who are friends or acquaintances			
• Respect the age, gender, social position, and cultural traditions of the speaker			
• Listen for more than one level of meaning			
• Withhold judgment			
• Appreciate the speaker's uniqueness			

Grade 7 Speaking

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 1: Students will read, write, listen, and speak for information and understanding .			
• Prepare and give presentations on informational topics			
• Contribute to group discussions by offering comments to clarify ideas and information			
• Present information to address audience needs			
• Present examples, definitions, and direct references to the text in support of ideas			
• Connect, compare, and contrast ideas and information			
• Use the conventions of the presentational format for panel discussions and mock trials			
• Ask questions to clarify information			
Standard 2: Students will read, write, listen, and speak for literary response and expression .			
• Present interpretations and support them through specific references to the text			
• Explain social, historical, and cultural features of literary text			
• Present original literary texts, using language and text structures that are inventive; for example, - use conventions of the literary genre, such as story, poem, and play - use an introduction that catches and excites the interest of the listener			
• Ask and respond to questions to clarify an interpretation or response to literary texts and performances			

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
• Express opinions or judgments about information, ideas, opinions, themes, and experiences			
• Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear			
• State a hypothesis and predict possible outcomes			
• Present content, using strategies designed for the audience and purpose			
• Present a subject from one or more perspectives			
• Credit sources of information and opinions accurately in presentations and handouts, with assistance			
• Ask and respond to questions to clarify an opinion or judgment			
Standard 4: Students will read, write, listen, and speak for social interaction.			
• Respect the age, gender, social position, and cultural traditions of the listener			
• Provide feedback by asking questions			
• Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting			
• Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener			
• Adopt conventions of email to establish friendly tone in electronic-based social communication			

English/Language Arts

of ELA Performance Indicators for Grade 7: **113**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)

Mathematics

Grade 7 Problem Solving Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will build new mathematical knowledge through problem solving.			
7.PS.1 - Use a variety of strategies to understand new mathematical content and to develop more efficient methods			
7.PS.2 - Construct appropriate extensions to problem situations			
7.PS.3 - Understand and demonstrate how written symbols represent mathematical ideas			
Students will solve problems that arise in mathematics and in other contexts.			
7.PS.4 - Observe patterns and formulate generalizations			
7.PS.5 - Make conjectures from generalizations			
7.PS.6 - Represent problem situations verbally, numerically, algebraically, and graphically			
Students will apply and adapt a variety of appropriate strategies to solve problems.			
7.PS.7 - Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages			
7.PS.8 - Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem			
7.PS.9 - Work backwards from a solution			
7.PS.10 - Use proportionality to model problems			
7.PS.11 - Work in collaboration with others to solve problems			
Students will monitor and reflect on the process of mathematical problem solving.			
7.PS.12 - Interpret solutions within the given constraints of a problem			
7.PS.13 - Set expectations and limits for possible solutions			
7.PS.14 - Determine information required to solve the problem			
7.PS.15 - Choose methods for obtaining required information			
7.PS.16 - Justify solution methods through logical argument			
7.PS.17 - Evaluate the efficiency of different representations of a problem			

Grade 7 Reasoning and Proof Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize reasoning and proof as fundamental aspects of mathematics.			
7.RP.1 - Recognize that mathematical ideas can be supported by a variety of strategies			
Students will make and investigate mathematical conjectures .			
7.RP.2 - Use mathematical strategies to reach a conclusion			
7.RP.3 - Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates			
Students will develop and evaluate mathematical arguments and proofs .			
7.RP.4 - Provide supportive arguments for conjectures			
7.RP.5 - Develop, verify, and explain an argument, using appropriate mathematical ideas and language			
Students will select and use various types of reasoning and methods of proof .			
7.RP.6 - Support an argument by using a systematic approach to test more than one case			
7.RP.7 - Devise ways to verify results or use counterexamples to refute incorrect statements			
7.RP.8 - Apply inductive reasoning in making and supporting mathematical conjectures			

Grade 7 Communication Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will organize and consolidate their mathematical thinking through communication.			
7.CM.1 - Provide a correct, complete, coherent, and clear rationale for thought process used in problem solving			
7.CM.2 - Provide an organized argument which explains rationale for strategy selection			
7.CM.3 - Organize and accurately label work			
Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.			
7.CM.4 - Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form			
7.CM.5 - Answer clarifying questions from others			
Students will analyze and evaluate the mathematical thinking and strategies of others.			
7.CM.6 - Analyze mathematical solutions shared by others			
7.CM.7 - Compare strategies used and solutions found by others in relation to their own work			
7.CM.8 - Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others			
Students will use the language of mathematics to express mathematical ideas precisely.			
7.CM.9 - Increase their use of mathematical vocabulary and language when communicating with others			
7.CM.10 - Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale			
7.CM.11 - Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing			

Grade 7 Connections Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will recognize and use connections among mathematical ideas.			
7.CN.1 - Understand and make connections among multiple representations of the same mathematical idea			
7.CN.2 - Recognize connections between subsets of mathematical ideas			
7.CN.3 - Connect and apply a variety of strategies to solve problems			
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.			
7.CN.4 - Model situations mathematically, using representations to draw conclusions and formulate new situations			
7.CN.5 - Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics			
Students will recognize and apply mathematics in contexts outside of mathematics.			
7.CN.6 - Recognize and provide examples of the presence of mathematics in their daily lives			
7.CN.7 - Apply mathematical ideas to problem situations that develop outside of mathematics			
7.CN.8 - Investigate the presence of mathematics in careers and areas of interest			
7.CN.9 - Recognize and apply mathematics to other disciplines, areas of interest, and societal issues			

Grade 7 Representation Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will create and use representations to organize, record, and communicate mathematical ideas.			
7.R.1 - Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations			
7.R.2 - Explain, describe, and defend mathematical ideas using representations			
7.R.3 - Recognize, compare, and use an array of representational forms			
7.R.4 - Explain how different representations express the same relationship			
7.R.5 - Use standard and nonstandard representations with accuracy and detail			
Students will select, apply, and translate among mathematical representations to solve problems.			
7.R.6 - Use representations to explore problem situations			
7.R.7 - Investigate relationships between different representations and their impact on a given problem			
7.R.8 - Use representation as a tool for exploring and understanding mathematical ideas			
Students will use representations to model and interpret physical, social, and mathematical phenomena.			
7.R.9 - Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)			
7.R.10 - Use mathematics to show and understand social phenomena (e.g., determine profit from sale of yearbooks)			
7.R.11 - Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)			

Grade 7 Number Sense and Operations Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.			
Number Systems			
7.N.1 - Distinguish between the various subsets of real numbers (counting/natural numbers, whole numbers, integers, rational numbers, and irrational numbers)			
7.N.2 - Recognize the difference between rational and irrational numbers (e.g., explore different approximations of π)			
7.N.3 - Place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers			
7.N.4 - Develop the laws of exponents for multiplication and division			
7.N.5 - Write numbers in scientific notation			
7.N.6 - Translate numbers from scientific notation into standard form			
7.N.7 - Compare numbers written in scientific notation			
Number Theory			
7.N.8 - Find the common factors and greatest common factor of two or more numbers			
7.N.9 - Determine multiples and least common multiple of two or more numbers			
7.N.10 - Determine the prime factorization of a given number and write in exponential form			
Students will understand meanings of operations and procedures, and how they relate to one another.			
Operations			
7.N.11 - Simplify expressions using order of operations <i>Note: Expressions may include absolute value and/or integral exponents greater than 0.</i>			
7.N.12 - Add, subtract, multiply, and divide integers			
7.N.13 - Add and subtract two integers (with and without the use of a number line)			
7.N.14 - Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = .01 = 1/100$)			
7.N.15 - Recognize and state the value of the square root of a perfect square (up to 225)			
7.N.16 - Determine the square root of non-perfect squares using a calculator			
7.N.17 - Classify irrational numbers as non-repeating/non-terminating decimals			
Students will compute accurately and make reasonable estimates.			
Estimation			
7.N.18 - Identify the two consecutive whole numbers between which the square root of a non-perfect square whole number less than 225 lies (with and without the use of a number line)			
7.N.19 - Justify the reasonableness of answers using estimation			

Grade 7 Algebra Strand

By the end of the school year, students should have met the following:

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will represent and analyze algebraically a wide variety of problem solving situations.			
<i>Variables and Expressions</i> 7.A.1 - Translate two-step verbal expressions into algebraic expressions			
Students will perform algebraic procedures accurately.			
<i>Variables and Expressions</i> 7.A.2 - Add and subtract monomials with exponents of one			
7.A.3 - Identify a polynomial as an algebraic expression containing one or more terms			
<i>Equations and Inequalities</i> 7.A.4 - Solve multi-step equations by combining like terms, using the distributive property, or moving variables to one side of the equation			
7.A.5 - Solve one-step inequalities (positive coefficients only) (See 7.G.10)			
7.A.6 - Evaluate formulas for given input values (surface area, rate, and density problems)			
Students will recognize, use, and represent algebraically patterns, relations, and functions.			
<i>Patterns, Relations, and Functions</i> 7.A.7 - Draw the graphic representation of a pattern from an equation or from a table of data			
7.A.8 - Create algebraic patterns using charts/tables, graphs, equations, and expressions			
7.A.9 - Build a pattern to develop a rule for determining the sum of the interior angles of polygons			
7.A.10 - Write an equation to represent a function from a table of values			

Grade 7 Geometry Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.			
<i>Shapes</i>			
7.G.1 - Calculate the radius or diameter, given the circumference or area of a circle			
7.G.2 - Calculate the volume of prisms and cylinders, using a given formula and a calculator			
7.G.3 - Identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids)			
7.G.4 - Determine the surface area of prisms and cylinders, using a calculator and a variety of methods			
Students will identify and justify geometric relationships, formally and informally.			
<i>Geometric Relationships</i>			
7.G.5 - Identify the right angle, hypotenuse, and legs of a right triangle			
7.G.6 - Explore the relationship between the lengths of the three sides of a right triangle to develop the Pythagorean Theorem			
7.G.7 - Find a missing angle when given angles of a quadrilateral			
7.G.8 - Use the Pythagorean Theorem to determine the unknown length of a side of a right triangle			
7.G.9 - Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator			
Students will apply coordinate geometry to analyze problem solving situations.			
<i>Coordinate Geometry</i>			
7.G.10 - Graph the solution set of an inequality (positive coefficients only) on a number line (See 7.A.5)			

Grade 7 Measurement Strand

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will determine what can be measured and how, using appropriate methods and formulas.			
<i>Units of Measurement</i>			
7.M.1 - Calculate distance using a map scale			
7.M.2 - Convert capacities and volumes within a given system			
7.M.3 - Identify customary and metric units of mass			
7.M.4 - Convert mass within a given system			
7.M.5 - Calculate unit price using proportions			
7.M.6 - Compare unit prices			
7.M.7 - Convert money between different currencies with the use of an exchange rate table and a calculator			
7.M.8 - Draw central angles in a given circle using a protractor (circle graphs)			
<i>Tools and Methods</i>			
7.M.9 - Determine the tool and technique to measure with an appropriate level of precision: mass			
Students will develop strategies for estimating measurements.			
<i>Estimation</i>			
7.M.10 - Identify the relationships between relative error and magnitude when dealing with large numbers (e.g., money, population)			
7.M.11 - Estimate surface area			
7.M.12 - Determine personal references for customary/metric units of mass			
7.M.13 - Justify the reasonableness of the mass of an object			

Grade 7 Statistics and Probability Strand

By the end of the school year, students should have met the following:

By the end of the school year, students should have met the following:

GRADE-SPECIFIC PERFORMANCE INDICATORS	Progress		How Measured (Optional)
	Met	Not Met	
Students will collect, organize, display, and analyze data.			
<i>Collection of Data</i> 7.S.1 - Identify and collect data using a variety of methods			
<i>Organization and Display of Data</i> 7.S.2 - Display data in a circle graph			
7.S.3 - Convert raw data into double bar graphs and double line graphs			
<i>Analysis of Data</i> 7.S.4 - Calculate the range for a given set of data			
7.S.5 - Select the appropriate measure of central tendency			
7.S.6 - Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs, or circle graph)			
Students will make predictions that are based upon data analysis.			
<i>Predictions from Data</i> 7.S.7 - Identify and explain misleading statistics and graphs			
Students will understand and apply concepts of probability.			
<i>Probability</i> 7.S.8 - Interpret data to provide the basis for predictions and to establish experimental probabilities			
7.S.9 - Determine the validity of sampling methods to predict outcomes			
7.S.10 - Predict the outcome of an experiment			
7.S.11 - Design and conduct an experiment to test predictions			
7.S.12 - Compare actual results to predicted results			

Mathematics

of Mathematics Performance Indicators for Grade 7: **120**

Mathematics Performance Indicators Met: _____

% Mathematics Performance Indicators Met: _____
(Number Met/Total Number)

Student_____

Date_____

FOR PROMOTIONAL DECISION ONLY

CLASSWORK CRITERIA**English/Language Arts**# of ELA Performance Indicators for Grade 7: **113**

ELA Performance Indicators Met: _____

% ELA Performance Indicators Met: _____
(Number Met/Total Number)Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in English/Language Arts
(Circle one)**Mathematics**# of Mathematics Performance Indicators for Grade 7: **120**

Mathematics Performance Indicators Met: _____

% Mathematics Performance Indicators Met: _____
(Number Met/Total Number)Student ☐ Has Met ☐ Has Not Met **Modified Standard** Criteria in Mathematics
(Circle one)**STANDARDIZED TEST CRITERIA**Student ☐ Has Met ☐ Has Not Met Standardized Test Criteria

Standardized Test Results: _____

ATTENDANCE CRITERIAStudent ☐ Has Met ☐ Has Not Met Standard Attendance Criteria (90%)Student ☐ Has Met ☐ Has Not Met Modified Attendance Criteria (_____ %)

Promotion Decision _____
